 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Perry **Lesson #:** 1 **Facet:** Explain  
**Grade Level:** 9-Diploma **Numbers of Days:** 2   
**Topic:** Students will understand that personal health practices affect personal health status  
  
**PART I:**  
  
**Objectives**  
Student will understand that personal health practices affect personal health status  
Student will know the four areas of health; mental, physical, social and emotional  
Student will be able to do describe personal health practices  
  
**Product:**  
Blog  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
**Rationale:**   
Students will be introduced to personal health practices which is a component of personal health status and will provide support to develop a personal health goal.  
  
**Assessments**   
  
**Pre-Assessment:** Alphaboxes  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Students do thumbs up or down if they agree that an example of a personal health practice provided by teacher or students fits into designated area of health.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Self: Students check blog with a checklist that includes the four areas of health and an example for each area  
Teacher: Teacher compares student blog against checklist that includes four areas of health and an example of each  
  
**Summative (Assessment of Learning):**   
Students will track daily health practices on their personal blog, examples of each area of health, mental, social, physical and emotional will be included. At least two postings per week, some will be done in class, others will be the students responsibility to complete. I will be checking blogs weekly and using a checklist that includes the four areas of health.  
  
Integration  
Technology: Students will blog twice per week using blogger.com that will be linked to other students blog who practice similar health habits.  
  
Content Areas:   
English: Being able to describe and articulate students own personal health practices will be essential for their blog postings.  
  
Groupings   
Section I - Graphic Organizer & Cooperative Learning used during instruction  
The describing wheel graphic organizer will be given to students to categorize their personal health practices into the four areas of health. Students will do a 3 step interview for cooperative learning to share with the class and show other examples of health practices in the categories they fall under. To assign teams for the 3 step interview the teacher will distribute 1 of 4 different cards. Each card will have either, physical, mental, social and emotional health. Teams will be formed when one one team has all 4 areas of health. Teams of four will then break into pairs, share with their partner than switch partners within their team.  
  
Section II – Groups and Roles for Product  
Students must find at least two other blogs of a students in the class who describe a personal health practice that they themselves do as well. Students must provide a link to each others blogs.  
  
Differentiated Instruction  
  
MI Strategies  
**Verbal:** Students will share personal health practices and which area of health each fit into during the 3 step interviews.  
**Logical:** Students will categorize personal health habits into the four areas of health, requiring students to think about why an example fits into each health area.  
**Visual:** Students will use the describing wheel to provide examples of each of the four areas of health.  
**Kinesthetic:** Teacher provides examples on cards of health practices that are less common, could fit into different categories, students must think deeper about these examples. Students must put place them into a basket labeled with an area of health.  
**Musical:** To get students to think deeper about their personal health practices and examples to add to their describing wheel teacher poses questions to students: What is your favorite song you like to listen to when you are stressed? When you are with your friends? When you are alone? When you are exercising or being physically active? Or do you not listen to music at all?  
**Interpersonal:** Students will interview each other to share different examples of the four areas of health.  
**Intrapersonal:** Students will work alone on describing wheel, categorizing personal health practices into the four areas of health. Students will describe personal health practices in the four areas of health in their individual blogs.  
**Naturalist:** To get students to think deeper about their personal health practices and examples to add to their describing wheel teacher poses questions to students: Where do you like to be with friends? What and where do you do things by yourself? Where do you like to exercise? Describe for me where you get your food, farmers market, grocery store garden etc.  
  
Modifications/Accommodations  
*From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)* ***I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.***  
  
Plan for accommodating absent students:  
All absent students should consult the class wikispace where class notes will be available. Students must complete the describing wheel graphic organizer as homework which will be due one week after the day the were absent. The describing wheel handout will be available for absent students in the 'absent' folder in my classroom.  
  
Extensions  
  
Type II technology:  
Blog: Students will keep on online journal that others, teacher and classmates, can view. Students blogs will be linked to other students blogs that contain similar personal health practices.  
  
Gifted Students:  
The blog is student’s personal space to express themselves. Students are encouraged to describe personal health habits in the 4 different areas of health. The mental, emotional and social areas of health require more abstract and deep thoughts about health.  
  
Materials, Resources and Technology  
Describing web graphic organizer  
Alphaboxes handout  
Blog checklist  
Pencils and markers  
Index cards labeled with the 4 areas of health  
Examples of personal health practices  
Large paper (butcher paper)  
Baskets or trays labeled with the four areas of health  
Computer with internet access  
blogger.com  
Student email accounts  
Stop watch  
Upload stick  
  
Source for Lesson Plan and Research  
blog creation: blogger.com  
Graphic Organizer: <http://www.eduplace.com/graphicorganizer/>   
Alphpaboxes worksheet: <http://pennypinchingteacher.blogspot.com/2011/07/plan-it-out-writing-style.html>   
Cooperative Learning technique: [http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm)   
Brain Breaks: <http://school.fueluptoplay60.com/tools/>   
Definitions of Areas of Health and Personal Health Practices:   
<http://www.utmb.edu/studenthealth/wellness/SixAreasofWellnessDefined.html>   
<http://students.umw.edu/wellness/wellness-resource-center/6-dimensions-of-wellness>  
<http://www.cdha.nshealth.ca/dartmouth-community-health-board/population-health/personal-health-practices-and-coping-skills>   
<http://www.mayoclinic.com/health/adult-health/MY00382/DSECTION=mental-health>  
  
PART II:  
  
Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) ***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)***  
  
Classroom arrangement: Desks in a circle  
  
Agenda  
Day 1 (80 minutes)  
- Distribute 4 areas of health cards (1 minute)  
- Hook: Stay in balance (5 minutes)  
- Pre-assessment (15 minutes)  
- "Keep it clean" brain break (5 minutes)  
- Instruction: Provide definitions of 4 areas of health (7 minutes)  
- Students group themselves together according to area of health for example all students who have cards with physical health would be in the same group (3 minutes)  
- Groups are provided with butcher paper and markers. Each group generates examples of their area of health (15 minutes)  
- Groups share examples with class during which teacher randomly does thumbs up/down to check to understanding (15 minutes)  
Day 2 80 minutes  
- Set up blog (20 minutes)  
- Distribute 4 areas of health cards (1 minute)  
- Review of 4 areas of health and examples in terms of personal health practices (5 minutes)  
- Examples of personal health practices is distributed so each student has 2 (1 minutes)  
- Students place examples in in baskets labeled with the 4 areas of health (3 minutes)  
- Student volunteers lead a thumbs up/down checking for understanding for the examples that were categorized (15 minutes)  
- Students work on graphic organizer individually (10 minutes)  
- 3 Step interview cooperative learning (10 minutes)  
- First blog entry (15 minutes)  
- Brain break (2 minutes)  
- Assignment: Link blogs, students will find two other students who each share a different personal health practice and create a link to each others blog (10 minutes)  
  
Students will understand that personal health practices affect personal health status. What we do today will have an impact on tomorrow. By understanding this we can plan and prepare for the future. Assess personal health practices and overall health status. The hook for this lesson, stay in balance, doubles as a brain break. All students are asked to stand and push in their chairs. All students stand on their right foot, extend their left leg out front, write their name with their big toe of their left foot, extend their left foot straight out behind them. Switch legs so students are standing on their left leg with their right leg lifted, put both hands on their head, cover their right eye with their left hand, put their left hand back on their head, cover the other eye. All students sit back down. Ask questions to inspire deeper thinking of balance: how many of you had to put your foot down or hold on to something to stay in balance? What does balance mean? What others things have to stay balanced other than our bodies when we are standing on one leg? What about our health? ​To get students thinking about different aspects of health students will fill out a health alphaboxes sheet. On the health alphaboxes sheet students must provide an aspect of health that starts with each letter of their alphabet.   
**Where, Why, What, Hook, Tailor:** Intrapersonal, visual-spatial, verbal and bodily-kinesthetic   
  
On both days of the lesson hand students on area of health card as students walk in the door. On the cards will be one of four areas of health. The four areas of health that will be focused on in this unit are mental, emotional, social and physical. Tell students these will be used later. Students will know the four areas of health; mental, physical, social and emotional, see content notes. On day 1 write on the board the 4 areas of health. Give students the definitions for each and write keywords for each area on the board. Also provide students with the definition of personal health practices, see content notes. Ask students to group themselves together according to area of health indicated on their card. For example all students who have cards with physical health would be in the same group. All students in each group should group their chairs together. Groups are provided with butcher paper and markers. Each group generates examples of personal health habits of their area of health. After 15 minutes groups post their paper on the wall. Going one group at a time groups shares examples with class. To check for student understanding, for at least two examples from each group ask students to give a thumbs up if they agree that an example should be in that category or a thumbs down if they think the example could be in another category. If students are confused ask for a short class discussion. On day 2 to review, hand out examples (see content notes) of personal health practices. Place 4 baskets, one for physical health, one for mental health, one for emotional health and one for social health on a table or desk at the front of the room. Ask students to place the examples of personal health practices in the basket that they think their example falls under. Ask for one student to read 3 personal health practice examples from one of the health baskets. For each example the other students give a thumbs up if they agree that that example is in the correct basket and a thumbs down if it should be in another basket. With teacher assistance the student reading the example will decide and explain why it is in the correct or incorrect basket. After 3 examples have been read another student volunteer will read three more. Repeat this process until all examples have been read. Distribute the describing wheel graphic organizer. Students should write "Health" as the hub (center circle) of the wheel. Students will provide a personal health practice of their own and label it with the appropriate area of health in each one of the spokes of the wheel. Students are to work on this individually. After 10 to 15 minutes students group themselves together using their area of health cards to do a 3-step interview. This time all four areas of health must be represented in each group, forming groups of four students. Within each team, students form pairs. Each partner interviews each other than the four-group members introduces their partner to the group and summarizes a few personal health practices that were shared during the interview.   
**​Equip, Explore, Rethink, Tailor**: Interpersonal, intrapersonal, visual-spatial, logical, verbal, bodily-kinesthetic  
  
Students will be able to describe personal health practices. All students will create a new blog using blogger.com. This website requires an email which will be the login id. The blog must be used for health class only and must say health somewhere in the title. Time will be provided for students to personalize their blog. I will demonstrate how add a hyperlink to a blog, as students will need this information for their own blogs. Once all students have created a blog they will be asked to link there blog to the class wiki. An 'upload stick' (similar to a talking stick) will be passed from student to student. Only the student holding the upload stick can edit the class wiki to link their blog. Students will create their first blog entry titled "Personal Health Practices". Using their describing wheel as a guide they will describe at least one personal health practice in each of the four areas of health. Each description of the personal health practices should be 3 to 4 sentences. The area of health must be identified and explained why that personal health practice fits into that area of health. To get students to think deeper about their personal health practices and examples to add to their describing wheel and blog teacher poses questions to students: Where do you like to be with friends? What and where do you do things by yourself? Where do you like to exercise? Describe for me where you get your food, farmers market, grocery store or a garden. What is your favorite song you like to listen to when you are stressed? When you are with your friends? When you are alone? When you are exercising or being physically active? Or do you not listen to music at all? When students think their first blog entry is complete they will review their blog with the blog checklist to ensure all four areas of health are represented with examples of personal health practices. Students will find two other students who each share a different personal health practice and create a hyper link to each others blog  
**​Explore, Experience, Rethink, Revise, Refine, Tailor:** ​Interpersonal, intrapersonal, musical, verbal and naturalist  
  
On the first day of this lesson to get students thinking about different aspects of health students will fill out a health alphaboxes sheet. On the health alphaboxes sheet students must provide an aspect of health that starts with each letter of the alphabet. Example A for aerobics or C for communication. Ask for a few (5 or 6) students to share their most different or abstract ideas. Collect the health alphaboxes. Use these students generated health examples to get an idea of what students know and think about health. If students record different foods and types of exercise they may be extrapolating physical health to mean health in general. If students include examples of mental health, stress relieve, self-worth, confidence as well as the other areas of health then their understanding of health is broader. One the second day of the lesson when students think their first blog entry is complete they will review their blog with the blog checklist to ensure all four areas of health are represented with examples of personal health practices. I compares student blog against checklist that includes four areas of health and an example of each. I will comment on each students blog after the lesson. Comments will include positive specific feedback. The blog checklist's I fill out with comments if anything is missing. Students will receive teacher completed checklist at the next class. The blog is an ongoing project throughout the unit that will be checked with a checklist for each entry. I will comment on blogs once per week.  
**Evaluate, Tailors:** Intrapersonal, logical, visual and verbal  
  
Content Notes   
**Students will know…..**   
  
Definitions of areas of health  
Physical Health: Taking care of physical your physical body. Includes regular exercise and physical activity, eating a health nutritious diet, regular visits and checkups with health care providers (doctor and dentist), ensuring good personal hygiene (brushing teeth and regular bathing), and avoiding drug and alcohol use.   
Keywords: Exercise, nutrition, healthcare and hygiene.  
  
Mental Health: Thoughts about self, how you view yourself. This includes having self confidence and self esteem. Recognizing personal strengths and weaknesses and accepting these personal attributes. Being aware of interests and pursuing interests for self fulfillment and happiness.   
Keywords: Confidence, self-image, personal thoughts, self awareness and self esteem.  
  
Social Health: Creating, building and maintaining friendships and relationships. Working and living in harmony with ones community. This includes having the ability to collaborate and coordinate with others. Generally getting along well with other people.  
Keywords: friends, sharing, cooperating, getting along with others, respect, loyal, communication.  
  
Emotional Health: The ability to acknowledge and accept personal feelings and emotions as well as recognizing and feeling empathy for others feelings and emotions. With recognizing ones emotions emotional health also means being able to freely and openly express personal feelings in an appropriate manner.  
Keywords: Empathy and any emotion, happy, sad, frustrated, annoyed etc.  
  
Definition of personal health practices: Habits, routines, tendencies, activities or events we do in our daily lives that affect our health, something an individual would do for their health.  
  
Examples of personal health practices and their corresponding area(s) of health:   
1. You just moved to a new town and it is the first day of at your new school and you are feeling nervous. Emotional health  
2. Your friend comes to school and is very quiet and acting sad. You learn your friend’s dog died yesterday. You now understand why your friend is sad. Emotional and Social health  
3. You know that spelling is really difficult for you, the night before your spelling test you study extra hard. At school the next day you get an A on your test. You feel really proud because your hard work paid off! Mental health  
4. Almost everyday after school you play pass with your brother. You feel like you are pretty good at baseball and get excited when your class plays baseball during PE because you are confident in your baseball skills. Physical, Mental and Emotional health  
5. There is a new student in your class. On their first day at your school they are sitting alone at lunch. You decide to sit with him/her. The next day your invite him/her to sit with you and your friends at lunch.Social health  
6. You are very good at math but your friend is having a hard time figuring out a problem. You offer to help instead of teasing them about something that comes easy to you. Social and Mental health  
7. After school you take your dog for a walk. Physical health  
8. You finish all the peas and carrots your parents put on your plate at dinner. Physical health  
9. Sara goes to soccer practice twice a week. Physical health  
10. A new kid moves in on the same street as Tom. Tom rides his bike by and invites the new kid to join him. Social and Physical health  
11. Billy tells his friend Jamie he got a new skateboard for his birthday. Jamie is excited and happy for Billy because he knows Billy really wanted a new skateboard. Emotional and Social health  
12. On Monday Nicole ate cheerios with a banana and milk for breakfast. Physical health  
13. John was proud of himself after he cleaned his room and made his bed. Mental health  
14. When Hillary spills her paint on the floor, Jess helps clean it up. Social Health  
15. Michelle wants to play Checkers but Adam wants to play Go Fish. They decide together to play Go Fish first then play a game of Checkers. Social health  
16. After smoking cigarettes for 25 years Larry decides to quit. Physical health  
17. When hanging out a friends house Jennifer is offered an alcoholic drink, she declines. Physical health  
18. When you go out to eat with your family you opt for a glass of milk instead of soda. Physical health  
19. You are annoyed that your friend has not texted you back in several days. The next day at school you express your feelings of annoyance to your friend. Emotional health  
20. Every morning you take a shower, brush your teeth and put on deodorant. Physical Health  
  
Brain Breaks:  
  
Hook: Stay in balance  
This hook doubles as a brain break. All students are asked to stand and push in their chairs. All students stand on their right foot, extend their left leg out front, write their name with their big toe of their left foot, extend their left foot straight out behind them. Switch legs so students are standing on their left leg with their right leg lifted, put both hands on their head, cover their right eye with their left hand, put their left hand back on their head, cover the other eye. All students sit back down. Ask "how many of you had to put your foot down or hold on to something to stay in balance? What does balance mean? What others things have to stay balanced other than our bodies when we are standing on one leg? What about our health?  
  
"Keep it clean" [brain break](http://school.fueluptoplay60.com/tools/view.php?id=15749467" \t "_blank)  
Have all students stand up and push in chairs. Draw an imaginary line down the middle of the room. Give students several soft objects to throw (such as wadded up paper or foam balls or stress balls). Tell students they have 2 minutes, use a timer that has a bell or alarm. Students throw objects across the line. The goal is to keep objects off of your side of the room to keep your side "clean". When the 2 minutes are over the cleanest side (the one with the fewest objects) wins. There is no prize just  
  
Stretching [Brain break](http://school.fueluptoplay60.com/tools/view.php?id=15749467" \t "_blank)  
Have all students stand up and push in chairs. Lead students in stretches to help loosen up tension. Have students hold each for 15-20 seconds each, reach for the sky, touch toes, circle arms, circle neck, hug each knee to chest, give yourself a big hug. Give a one question oral quiz: Which area of health did we just practice? Physical!  
  
Handouts  
Describing web graphic organizer  
Alphaboxes handout  
Blog checklist  
Examples of personal health practices  
Butcher paper   
Markers  
  
Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale  
  
*Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*  
  
*Learning Styles*  
  
*Clipboard:*  
Since clipboard students prefer order and organization the use of a graphic organizer would appeal to their needs. The graphic organizer calls for students to categorize and organize examples of personal health habits into one of four areas of health. The idea of breaking the broad topic of health into four different categories to allow for a more structured discussion of health and personal health practices. Assigning a set number of blog entries per week allows for students to fulfill the expectations of an assignment in a step by step, week by week process.  
  
*Microscope:*  
Describing, exploring and sharing the different health practices would appeal to a microscope type of student. On their personal blogs students can be as detailed as they choose when describing their personal health practices. It is the students responsibility to identify with area of health their personal health practices fall under, which can be more than one, as long as students provide meaningful explanations for their choices.  
  
*Puppy:*  
In this lesson we will be supporting each other as we discuss the areas of the health and personal health practices. There are two occasions when I will be checking for understanding, asking all students to provide a hand signal response will encourage a community like feel to the classroom. Students will work together to contribute examples of personal health practices on the first day of the lesson. This will allow students to work together in collaboration.  
  
*Beach Ball:*  
By providing students with choices regarding which personal health practices they wish to describe and how to categorize them, this lesson will be beneficial to beach ball learning styles. There are several occasions in this lesson for group work that provides students to work together to generate different ideas. The open ended due date of blog enties (just one per week, at any point during the week) will also enable beach balls to have some freedom with their assignments.  
  
*Rationale:*   
  
*Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*  
  
*Formative:*  
Students do thumbs up or down if they agree that an example of a personal health practice provided by teacher or students fits into designated area of health.  
  
*Summative:*  
Students will track daily health practices on their personal blog, examples of each area of health, mental, social, physical and emotional will be included. At least two postings per week, some will be done in class, others will be the students responsibility to complete. I will be checking blogs weekly and using a checklist that includes the four areas of health.  
  
*Rationale:*  
I will use the thumbs up/thumbs down formative assessment method throughout both days of this lesson to check to student understanding. The use of this method will allow for all students to respond in a short amount of time, thus it is effective and efficient. On the second day of this lesson students will guide this assessment, this will further allow me to check with students to ensure the entire class is engaging in the activity and understands the concepts. Using the student's blog as summative assessment will allow to me view students work on an individual basis. They are asked to generate their own personal health practices and categorize them, since this blog is on going I will be able to view students understanding of these two concepts throughout the entirety of the unit. If students do not demonstrate mastery in their blogs I will know a review or different instruction methods are needed.  
  
*Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*  
  
*Content Knowledge:*  
Students will understand that personal health practices affect personal health status. Students will know the four areas of health and the definition of personal health practices.  
  
*MLR or CCSS:*  
**Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label**: F. Decision-Making and Goal Setting Skills.  
**Standard**: F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators:** a  
  
*Facet:*  
Explain

Rationale:

Before setting health goal students must be able to understand, describe and explain that what we do today will have an impact on tomorrow. So by have knowledge of personal health practices today students will be able to create a plan to improve health practices in the future.

*Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*  
  
*MI Strategies:*  
**Verbal:** Students will share personal health practices and which area of health each fit into during the 3 step interviews.  
**Logical:** Students will categorize personal health habits into the four areas of health, requiring students to think about why an example fits into each health area.  
**Visual:** Students will use the describing wheel to provide examples of each of the four areas of health.  
**Kinesthetic:** Teacher provides examples on cards of health practices that are less common, could fit into different categories, students must think deeper about these examples. Students must put place them into a basket labeled with an area of health.  
**Musical:** To get students to think deeper about their personal health practices and examples to add to their describing wheel teacher poses questions to students: What is your favorite song you like to listen to when you are stressed? When you are with your friends? When you are alone? When you are exercising or being physically active? Or do you not listen to music at all?  
**Interpersonal:** Students will interview each other to share different examples of the four areas of health.  
**Intrapersonal:** Students will work alone on describing wheel, categorizing personal health practices into the four areas of health. Students will describe personal health practices in the four areas of health in their individual blogs.  
**Naturalist:** To get students to think deeper about their personal health practices and examples to add to their describing wheel teacher poses questions to students: Where do you like to be with friends? What and where do you do things by yourself? Where do you like to exercise? Describe for me where you get your food, farmers market, grocery store garden etc.  
  
*Type II Technology:*  
Students will blog twice per week using blogger.com that will be linked to other students blog who practice similar health habits.  
  
*Rationale:*   
This lesson was planned with the knowledge that all students learn differently and all have diferent interests. To ensure students are engaged in the content and to make certain that at least one aspect of the lesson interests students, the methos listed above will be employed throughout the two days of this lesson. By creating a blog that students will continually post to throughout the unit students will be aware of their personal health practices and which of the different areas of health their habits correspond with. This will allow students to reflect on their personal habits and as they learn more about decision making and goal setting they can begin to see the reactions to their actions, and will be aware that the decisions they make now will have an impact on their future.  
  
*NETS STANDARDS FOR TEACHERS*  
1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.  
**a. Promote, support, and model creative and innovative thinking and inventiveness**  
I will provide positive feedback comments on student's blogs.  
  
**b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources**  
  
**c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes**  
Students will continually post to personal blogs throughout the unit. Students will link their blogs to other students who share similar health practices.  
  
**d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments**  
Students will link their blogs to other students who share similar health practices (virtual environment) students will work together to generate examples of personal health practices and share with the rest of class (face-to-face) environment.  
  
*Rationale:*  
Student's personal health blog and teacher comments on their blog supports and promotes their use of online journals (blogs).  
Having students provide hyperlinks in the blog that connects theirs to another student's this will serve to show students that others have similar habits but they may have explained them in a different manner, allowing for further understanding on personal health practices and different areas of health.  
  
2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.  
**a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**  
Students will create a blog describing personal health practices.  
  
**b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress**  
Blog posts will be assigned each week of the unit.  
  
**c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources**  
This lesson includes aspects that address different learning styles and has different instruction techniques that include lecture, individual work, group collaboration, class sharing and discussion.  
  
**d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching**  
This lesson includes individual work, group work and class discussion. Different aspects of the lesson are focused towards different multiple intelligences.  
  
*Rationale:*  
The use of an online blog in this lesson and entire unit will serve as a health log. In many different areas of health keeping track and recoding personal health practices is imperative. The ability to remember and recall personal habits and choices will be a life long skill. Students will be able to reflect upon several weeks worth of personal health practices at the end of this unit.The use of technology by linking other students blogs to their own serves as collaboration with others work. Students will be able to view others descriptions of personal health practices, to compare and contrast the different creative styles of explanations. Teacher comments on students personal blogs will be a feedback method that is more of a type of social media that may appeal to students. Class time will be provided for students to to personalize their own blogs. In class students will discuss and share hypothetical examples of personal health practices and will be asked to think, share and explain their thoughts.